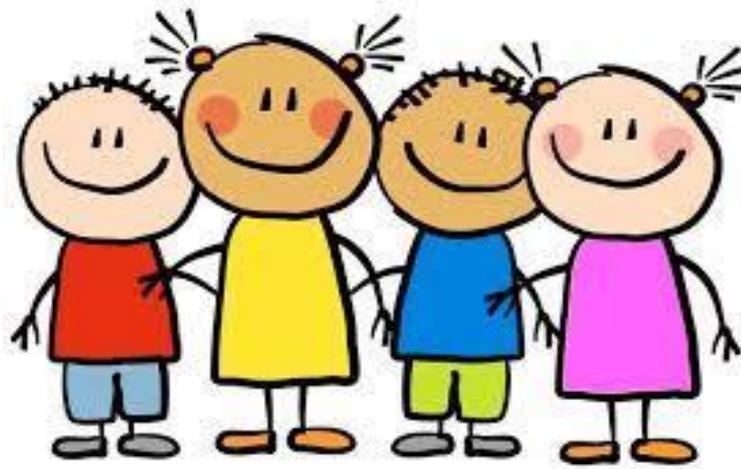




Brookside Primary School
Learn Together - Achieve Together

**Brookside's
'Unique'
Hoot Owl
EYFS Curriculum.**



Our Introduction

Cooperation



Enquiry



Empathy



These Key Curriculum Drivers (values) for our school, Cooperation, Empathy for others, and Enquiry, thread through our planning, teaching, and learning across the whole school. It ensures that our ethos is consistent and progressive. These values prepare our pupils for modern Britain and as such, we feel that they play an important role in shaping our Curriculum and approach to life at Brookside Primary School.

Our unique 'Hoot Owl EYFS Curriculum' has been developed to reflect our stunning environment, the Seasons of the year and the Nature around our school. It aims to teach the children how their environment compares to other 'Places, Cultures and Nature' in other parts of the World. It is therefore 'unique' to Brookside Primary School.

Each topic planned is included in the Curriculum for specific reasons, and we want to endeavour that all children leaving the Reception Year are ready to start our KS1 Curriculum. All the topics have resources and activities planned for use in our Enhanced Provision. Topics are introduced with a good quality storybook or age appropriate Non - Fiction text. Using books in this way teaches children that Books and Reading form the basis of all Learning.

This 'ambitious' EYFS Curriculum aims to teach all children the Skills and Knowledge in order that they aim to reach the 17 Early Learning Goals described within the Early Years Foundation Stage Framework. We teach through a range of teaching methods including Child-Initiated Learning, Whole Class teaching, Group teaching, the Kagan approach, and independent tasks. Many activities as possible are play-based; however, there is also a need for direct Teacher-Led activities to ensure children gain essential Knowledge and Skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support, and resources to repeat and practise them.

The way the teaching is planned, evolves through the whole Reception year. In the first half of the Autumn Term, the children are observed carefully and given plenty of opportunity to

show their skills and development through Games and Self-initiated play, then as the year progresses there is more Teacher-led input especially in the mornings which focus more heavily on the teaching of Literacy and Maths. Lessons planned are not just aimed at children achieving the Early Learning Goals- they are planned through studying the Educational Programmes written in the EYFS Framework to create our own unique Curriculum, and aims to be **challenging, aspirational and have rich expectations.**

Our 'Rainbow' Curriculum



Woven within our Hoot Owl EYFS Curriculum, we have our 'Rainbow Curriculum'. This is the Individualised Provision provided in Hoot Owls to ensure that every child fulfils their full potential. It includes Gross Motor Skills, Fine Motor Skills, Social Skills, Speech and Language, Phonics/Maths Support, Acceleration, Scissor Skills etc. Parents are made aware of any Intervention needed to support their child.

Enrichment Carousel

In Hoot Owls we strive to give the children a variety of learning experiences throughout the year including Baking, Woodwork, Gardening, Mystery Guests, Forest School/Friday Fox Club (buddy with Bay Owls) etc. We see children develop in different ways and they are challenged both mentally and physically.

Areas of Learning

Personal Social and Emotional Development

We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour, reflection, and relaxation time. Our class Badger Wall promotes positive behaviour in a clear, visual, and consistent manner. This also provides good communication between Parents and School for their child to be better supported. We teach the children to understand their thoughts and feelings through our Restorative Stars programme which we invented here in Brookside's Reception class, and which has been shared with other schools in Stockport. Restorative Stars has been developed through the use circle times, and class

discussions and teaches children how to resolve disagreements and find solutions by talking and empathising with others.

We also use a Colour Monster morning activity to help children display their Emotions as they arrive for class each day. If a child chooses a blue/black colour they are given 1:1 time to talk to an adult about their feelings that day.

Physical Development

Our stunning Outdoor environment and expansive grounds enables us to make the most of the outdoors and we encourage children to play outside as much as possible. Our intention is that children learn how to take measured risks during their Continuous Provision and Forest School activities. We encourage children to learn about nature and look after their environment through weekly sessions. There is a well-established and comprehensive PE curriculum led by specialist Sports coaches. Children are taught about the importance of regular exercise and healthy eating and are encouraged to join in with whole-school sports initiatives. They are also taught about Oral health. The children have regular Dough Disco or Squiggle Write to strengthen their finger and hand muscles for Writing, and we have a Wheel of Fitness, which is spun twice a day and selects various fitness dances/moves for the class to take part in.

Communication and Language

Children are encouraged to Listen and Communicate appropriately. We enhance the Classroom and where appropriate the Outdoor area, to reflect the topic learnt. Each topic encompasses enhancements to the learning environment that may include Role-play areas or Small-world play to encourage the children to act out scenarios and discuss concepts being learnt. This helps children acquire and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible. Children who struggle to communicate are targeted in the Provision and learning interventions are used when children lack confidence or do not have the age-appropriate skills. The children take part in a Magnificent Me and then Fantastic Family presentations twice a year which helps them to develop skills for speaking in front of an audience. They also take part in a Nativity and an End of Year Show, where the children are encouraged to speak individually, sing and perform.

Those children who require more support in Speech and Language take part in a Speech Link programme to help them develop skills through group work.

Reading

We aim to teach children to read and develop a love of books as soon as they arrive at Brookside Primary School. Books are used to teach topics and to enhance our whole Curriculum.

We follow a systematic approach to Phonics teaching through Phonics Bug. Phonics lessons are taught daily for twenty-five minutes. In addition to daily Phonics, children take part in whole class Guided Reading each week linked to previously taught Phonics. Children also read individually to an adult, those in the bottom 20% of readers are listened to more regularly. Those children who are not yet reading are given 1:1 support to blend and use their Phonics knowledge. The children who are ready to read are allocated regular Reading books to take home, based on the Phonics Phase being taught, as well as assessed via Benchmarking to go on the correct RR Book for their level. Books are changed daily if appropriate.

Children are encouraged twice weekly to take home age-appropriate fiction/non-fiction Library books from the class, and books within the library are changed each Half-Term to reflect the different Seasons, Topics taught and children's Interests. Teachers read stories to children from high quality age-appropriate texts at every available opportunity (Pie Corbett Reading Spine). Books are also used to enhance the learning environment and Reading Area. There is a daily Book Vote where children choose the book they would like to be read at the end of the day. Children who need extra help with Phonics are given targeted Intervention in the Provision.

At Brookside every class has a selection of high-quality text which should be read by the teacher to the children.

Hoot Owl Reading Spine

Goodnight Moon

Owl Babies

The Gruffalo

Mr Grumpy's Outing

Six Dinner Sid

Mrs Armitage on Wheels

Shhhh!

Whatever Next

Farmer Duck

Rosie's Walk

On the Way Home

Writing

We introduce writing straight away, using a Message Centre, and we also teach Handwriting alongside the Phonics Curriculum. Each child has a Handwriting book, and they are taught a pre-cursive style. Once the children have been taught all the graphemes, they move on to the main school Handwriting Curriculum where letters are grouped in families. The children have a Name Writing book for regular practise. This begins with basic letter formation, then moves on to positioning correctly on lines. Guided Writing activities are taught as a class and in groups. These include writing topic words, lists, sentences, captions, and eventually short narratives. Guided Writing activities are often based on the topic being taught eg Chinese New Year In Spring we introduce Tales Toolkit which uses symbols to help children with their writing development and encourage independence. Children are also encouraged to write in the provision in the role-play area, writing area, topic area, maths area, creative area, funky fingers and outdoors. A sensory approach is used for some children too. The children are provided with a range of pencils, pens, chinks, and other media to encourage them to write as much as possible. We hope to inspire children to write independently after they have been introduced to writing skills in their Guided Writing sessions.

Mathematics

Children are taught maths via whole-class sessions, and these are followed up by differentiated group work. We also often use Maths enhancement activities in the different areas in the classroom, including the Outdoors. We follow the White Rose Maths programme as well as a Kagan approach to learning. Children who need extra help with Mathematics are targeted individually, or in groups in the provision. Any child requiring Acceleration is provided a Maths Curriculum at their level of need. All children are actively encouraged to problem solve and think for themselves. Maths Homework is usually linked directly to the teaching that week to encourage further practise and inform parents of the children's work content in class.

Knowledge and Understanding of the World

We strive to give children knowledge about the world around them in High Lane, and the rest of the World. Science is taught mainly through our topics. For example, we observe ice in our Frozen science topic, and we investigate how ice melts and forms through real hands-on experiences. We are extremely fortunate to have a Nature Meadow at our school. Staff are very knowledgeable about the local wildlife and plant species, and endeavour to pass this knowledge on to children at every opportunity. We have a member of staff qualified to run Forest School. The children benefit from a half- day session each week covering a variety of practical activities as well as learning to work as a team. The children are involved in both teacher-led and child-led learning. There is a huge range of opportunities including nest building, Birdwatching, mud sledging etc. We also have a Friday Fox Club which usually takes place after each half term. This is a joint Forest School session with Bay Owls. This encourages

the children to form friendships higher up the school and gain ideas from older children. This is a particularly popular part of our Curriculum.

Geography is taught through our topics including Perfect Pandas (China), My School (local environment), Light and Dark (India) and Lyme Park (local). Similarly, we introduce the children to History learning through our Lyme Park topic when children learn what it was like to be a child from the past. For example, we look at old and new toys, houses, and families. We teach RE throughout the year, as well as through celebrations such as The Diwali story, The Christmas story, Easter Story as well as the Chinese New Year so that children are introduced to different Belief Systems and Cultures. We visit our local church St Thomas's and discuss the features inside/outside the building. We encourage parents from other Cultures to visit our class, if possible, as Mystery Guests, to teach us about their beliefs.



Expressive Arts and Design

There is a rich tradition at Brookside of quality Music and Drama. The children are given the opportunity to watch the Brass Band to see instruments and hear the sounds they make. We also want children to sing songs, make music, dance, and perform. We have regular music lessons, and the children take part in 2 productions during their Reception year, one at Christmas and one in the Summer Term. We also develop our skills in acting by acting out our stories during some Tales Toolkit sessions. Children are given time to play imaginative games in Provision and make up stories, songs, and dances, using the props/instruments available to them. We have a visiting Pantomime each year for the children to experience. Our Music Curriculum is specifically taught through Kapow, but there are plenty of Musical opportunities besides this. Through our Mystery Guest visits we sometimes have the opportunity to see different instruments being played eg Harp, Trumpet. We also have visiting musicians such as the BBC Philharmonic Orchestra who did a workshop with us.

In Art, the children are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. We want the children to become confident and independent artists who are not afraid to express themselves as an individual. Child-initiated Art activities are encouraged during continuous provision as well as Art and Crafts being led by the staff. Our Creative Area is always open

and fully stocked with a wide variety of paper, card, media, collage, stencils, tape etc We offer different sized paint brushes for them to try, and colour mixing trays for them to create their own colours. We endeavour that children leave Reception with good Art skills, as well as encouraging them to use their own ideas and techniques in their Art and Design work. We strive to make them ready for the more formal Art teaching starting in KS1 by them experiencing a range of techniques such as Painting, Printing, Collage, Clay, Observational drawing, and 3D Sculpture. Through our Mystery Guests we have had Artists visiting our class, demonstrating their skills, and encouraging awe and wonder about Art.

In Design and Technology, we teach the children how to join materials together by split pins, glue, tape, sewing, string/ribbon etc. We encourage them to think about creating a Design for a purpose eg our 'Design a Boat to Float' activity in which the children use junk modelling to create a Boat that will carry 4 bears for 1 minute (we use a timer!). We encourage children to be confident to try new ideas for themselves and be able to make suggestions about how to improve their ideas using appropriate vocabulary. We learn to give positive feedback to others too.



This Curriculum has been designed specifically for our unique school, thinking about what is important to us as a community. It is always evolving and will be updated as and when necessary.

Hoot Owl's Year Ahead

Autumn

Half Term Topic	My School and Me	Light and Dark
<p>Class reading</p> <p>Books/texts</p>	<p>The Colour Monster</p> <p>Pete the Cat Stories</p> <p>Starting School books- variety of fiction and non-fiction</p> <p>Giraffes can't dance</p>	<p>Christmas Story / Nativity</p> <p>Rama and Sita</p> <p>Dipal's Diwali</p> <p>The Jolly Postman</p> <p>The Owl who was afraid of the dark</p> <p>Five Little Owls Poem (If you should meet a crocodile book)</p>
<p>Literacy</p> <p>Comprehension</p>	<p>Baseline Assessment completion</p> <p>Speech Link and Language Link Assessments</p> <p>Joining in with Rhymes and showing an interest in Stories with repeated refrains. Environment print.</p> <p>Having a favourite story/rhyme. Understand the five key concepts about Print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories using pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Editing of story maps and orally retelling new stories. Poetry-rhyming</p> <p>Sequence story - use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Enjoy an increasing range of books</p> <p>Non- fiction focus - Nocturnal Animals, Light and Dark etc</p>

<p>Word Reading</p>	<p>Phonic Sounds: Phase 1 revision Begin Phase 2 Phonics Bug inc Phase 2 sounds, HFW and Tricky words</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds : Phase 2 Phonics Bug inc Phase 2 sounds/HFW and Tricky words</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'go" help children identify the sound that is tricky to spell.</p>
<p>Writing</p>	<p>Texts as a Stimulus: Nursery Rhymes Colour Monster- speak sentences adult scribes Giraffes can't Dance (Wishing tale) - Create an 'I wish' picture / make marks</p> <p>Message Centre to encourage using marks to communicate</p> <p>Use speech to articulate clearly what they would like to write</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists,</p>	<p>Texts as a Stimulus: The Christmas Story Rama and Sita The Jolly Postman</p> <p>Using phonic knowledge children try to write the gifts they would like to receive on a letter to Santa, or choose a picture from catalogue and write initial sounds</p> <p>Sequence the Christmas Story- pictures or words if appropriate</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area,</p> <p>Help children identify the sounds in simple word</p>

	<p>Writing initial sounds to label characters / images. Silly soup. Name writing, Labels. Captions Lists Intro to Tales Toolkit symbols</p>	
<p>Maths</p> <p>Number Numerical Patterns</p>	<p>White Rose Maths Getting to know you Just like me</p>	<p>White Rose Maths It's Me 123! Light and Dark Consolidation</p>
<p>Communication and Language</p> <p>Listening & Attention Speaking</p>	<p>Settling in activities Speaking opportunities in Home Corner modelled by adult Making friends Children talking about experiences that are familiar to them Talk about feelings- Colour Monster Circle time discussion about Class Rules</p>	<p>Develop vocabulary Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Take part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Word of the week Choose books that will develop their vocabulary.</p>
<p>Understanding the World</p> <p>Past and Present People, Communities and Cultures The Natural World</p>	<p>My school's local environment inc Google Maps My family, Me as a baby. Guess Who? Autumn Season and beyond The Weather RE Believing F1 Which stories are special and why?</p>	<p>Guy Fawkes and the Gunpowder Plot Remembrance Day ICT Night time pictures 2Paint Day & Night-Nocturnal Animals Library Visit, Diwali Festival India (map,location,facts,people,environment, Frozen Unit 12 Science Church visit to St Thomas Christmas and the Nativity</p>

		ICT-Digital Images/Sound and Music RE- Believing F3 Which places are special and why?
Enrichment	Autumn Welly Walk Harvest Time Birthdays Mystery Guest Shine Time Dough Disco Squiggle Write	Guy Fawkes / Bonfire Night Christmas Story / Nativity Diwali Black History Month Road Safety Anti- Bullying Week Magnificent Me Box Dough Disco Squiggle Write Mystery Guest Christmas Party Pantomime Christmas Baking
PSED Self -Regulation Managing Self Building Relationships	Feelings- how do the children feel at different times using Colour Monster - give examples of when they have different feelings I'm special- say things that they are good at! What would they like to improve at? Circle Time-Class Rules, Expectations, tidying up Good hygiene- teach handwashing/toileting/germs 1 Decision- Startingschool/Germs	Keeping myself safe-Bonfire Safety/Road safety- 1 Decision Fears - the dark Try new activities eg Forest School Remembrance Day- have empathy for people/animals killed or injured in war Anti- Bullying week- to understand what is not acceptable behaviour- how might we hurt others with words/physically?

<p>PD</p> <p>Fine Motor Skills</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements - Squiggle write</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>
<p>Gross Motor Skills</p>	<p>Cooperation games i.e. parachute games.</p> <p>Climbing - outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts.</p> <p>Provide regular reminders about thorough handwashing and toileting.</p>	<p>Ball skills- throwing and catching.</p> <p>Crates play- climbing. Skipping ropes in outside area</p> <p>dance related activities</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p> <p>Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows and are all good options</p>
<p>Specialist PD Teaching</p>	<p>Gym-Manipulation and Coordination Unit 1</p>	<p>Gym Body Management Unit 1</p>

<p>EAD</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> <p>Computer</p>	<p>Natural Autumn Collage pictures- Andy Goldsworthy</p> <p>Icompute- icansort. Digital images Autumn Leaves</p>	<p>Diva clay pots</p> <p>Sewing- Snowman Puppets</p> <p>Music-Kapow Celebration Music</p> <p>The Nativity Show</p> <p>Puppet theatre Nativity opportunity</p> <p>Sing and Sign Christmas songs</p>
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Spring

Half Term Topic	Perfect Pandas	Fantastic Fruit and Vegetables!
<p>Class reading</p> <p>Books/texts</p>	<p>The Runaway Wok The Magic Paintbrush Cleversticks Non -fiction books -Houses and Homes China Pandas Penguin Pig Comparing Past and Present books- Going to School, Washing and cleaning, Cooking and eating, Going to the doctor, Playing with friends</p>	<p>The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Supertato Tad The Hungry Caterpillar Traditional Stories</p>
<p>Literacy</p> <p>Comprehension</p>	<p>Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>

<p>Word Reading</p>	<p>Phonic Sounds: Revise Phase 2 phonics/words and begin Phase 3 Phonics Bug inc Ph 3 sounds/HFW and Tricky words, Revise alliteration and rhyme</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Read words containing digraphs and trigraphs taught</p>	<p>Phonic Sounds: Phase 3 Phonics Bug continued inc Ph 3 sounds/HFW and Tricky words</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>
<p>Writing</p>	<p>Texts as a Stimulus: Pandas- non fiction</p> <p>CVC words / simple sentence writing using high frequency words - facts about pandas</p> <p>Labels and simple captions for a variety of Chinese objects eg wok</p> <p>Pandas - Animal Fact File - Compare two bears</p>	<p>Texts as a Stimulus: 3 little pigs- retell parts of the story / repeated refrains / speech bubbles</p> <p>Hungry Caterpillar - Describe foods / adjectives</p> <p>Supertato- speech bubbles</p> <p>Healthy Food - how to make a fruit kebab recipe</p> <p>Creating own story boards writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany pictures,</p>

<p>Understanding the World</p> <p>Past and Present</p> <p>People, Communities and Cultures</p> <p>The Natural World</p> <p>Computer</p>	<p>Lyme Park Visit- denbuilding, child history, Houses past and present</p> <p>My Family-the past</p> <p>Chinese New Year- Celebration, Pandas, Unit 9</p> <p>Dough Babies, China-location on globe, facts about people/environment/buildings</p> <p>RE- Expressing</p> <p>F6 What is special about our world?</p>	<p>Growing plants and decay</p> <p>Planting seeds</p> <p>Life Cycles-frog/butterfly</p> <p>Food technology-fruit salad kebabs</p> <p>Growing up-stages/my body</p> <p>The Potting Shed Unit 1</p> <p>Easter Story</p> <p>Oral Health</p> <p>Hatch Ducklings- from egg to chick!</p> <p>RE Expressing</p> <p>F5 Where do we belong?</p> <p>Icanpictograms- The Hungry Caterpillar</p>
<p>Enrichment</p>	<p>Pancake Day</p> <p>Chinese New Year</p> <p>Valentine's Day</p> <p>Internet Safety Day</p> <p>Lyme Park Visit</p> <p>Magnificent Me Box</p> <p>Dough Disco</p> <p>Squiggle Write</p> <p>Restorative Stars</p> <p>Mystery Guest</p> <p>Internet Safety</p>	<p>Planting seeds</p> <p>Easter time</p> <p>Mother's Day</p> <p>Easter Egg Hunt</p> <p>St George's Day</p> <p>Fantastic Family Box</p> <p>Restorative Stars</p> <p>Mystery Guest</p> <p>Dentist Visit</p> <p>Hatch Ducklings</p>
<p>PSED</p> <p>Self -Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Caring for animals- endangered species eg Pandas</p> <p>Friendship- what is a good friend?</p> <p>Restorative stars program</p>	<p>Oral hygiene- how to keep our teeth healthy.</p> <p>Cleaning and correct foods or drink. Times to eat sugary foods. Dentist visit</p>

<p>Specialist PD Teaching</p>	<p>Cooperate and solve problems unit 1</p> <p>Dance Unit 1</p>	<p>Body Management Unit 2</p> <p>Dance Unit 2</p>
<p>EAD</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> <p>Computer</p>	<p>Split pin moving parts Polar Bear</p> <p>Music- Kapow Exploring Sound</p> <p>Painting pandas and Chinese Dragons</p> <p>Food Technology- Sandwich making</p> <p>Icansequence- sandwich making</p>	<p>Observational drawings - fruit&veg (Still Life with Apples and Pitcher - Camille Pissarro and Giuseppe Arcimboldo)</p> <p>Music Kapow-Music and Movement</p>

Summer

Half Term Topic	Our Special World!	Amazing Pirates!
<p>Class reading</p> <p>Books/texts</p>	<p>Peppa Pig Recycling fun Topsy and Tim go green The bad tempered ladybird What the ladybird heard</p>	<p>Lighthouse Keeper's Lunch Under the Sea Non - Fiction Rainbow Fish Don't eat the teacher The fish who could wish The pirates next door Noah's Ark Comparing Past and Present book- Going on a trip</p>
<p>Literacy</p> <p>Comprehension</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Parent reading/ Mystery Guest</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area - reading opportunities eg labels, magazines and reading materials</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>

<p>Word Reading</p>	<p>Phonic Sounds: Continue/ Revise Phase 3 Phonics Bug, possibly begin Phase 4</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p>Phonic Sounds: Continue Phase 4 Phonics Bug</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Begin to read CCVC CVCC blending and segmenting</p> <p>Say sound for each letter of alphabet and know at least 10 digraphs</p> <p>End of term assessments</p>
<p>Writing</p>	<p>Texts as a Stimulus: The bad tempered ladybird What the Ladybird heard</p> <p>Labelling insects Minibeast facts sentences</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, Beginning to use finger spaces. Form lower-case and capital letters correctly.</p> <p>Rhyming words. Acrostic poems</p>	<p>Transition work with Year 1 staff</p> <p>Texts as a Stimulus: Don't eat the teacher Sharks (Information Text) Rainbow fish</p> <p>Write facts about sharks</p> <p>Rainbow Fish- character descriptions</p> <p>Write a postcard from a holiday place</p> <p>Pirate adventure story writing</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use</p>

<p>Computer</p>	<p>Iguessminibeasts- QR Codes</p>	<p>full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.</p>
<p>Maths Number Numerical Patterns</p>	<p>WHITE Rose Maths On the Move Superhero to 20 and beyond</p>	<p>White Rose Maths First then now Find my pattern Consolidation</p>
<p>Communication and Language Listening & Attention Speaking</p>	<p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Present their Fantastic Family Box to the class Increase vocabulary by verbally naming Minibeasts and their parts</p>	<p>Show and tell Weekend news Fantastic Family Box Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Present their Fantastic Family Box to the class Speak aloud in the End of Year Show</p>
<p>Understanding the World Past and Present People, Communities and Cultures The Natural World</p>	<p>Minibeasts- identification and naming using new vocabulary, including parts Make observational drawings of Minibeasts</p>	<p>The Sea-sea creatures and sharks- identification and facts Pirates Unit 15- Science Seaside Places in UK and abroad- coast, beach, tourist attractions. Weather- which clothes are appropriate for hot/cold?</p>

<p>Computer/Technology</p>	<p>Be able to talk about the differences between different Minibeasts and explain what certain features are used for.</p> <p>Compare the environment differences for some Minibeasts eg scorpion, tarantula compared to here in UK</p> <p>Recycling/litter- understand the impact this can have on the environment.</p> <p>RE Living</p> <p>F2 Which people are special and why?</p>	<p>History of the Seaside- Punch & Judy, clothing, transport etc making comparisons to today</p> <p>Can children differentiate between land and water on a globe/map</p> <p>Challenge- make a boat to float! Floating and sinking (DT)</p> <p>RE Living</p> <p>F5 Which times are special and why?</p> <p>Noah's Ark</p> <p>Dazzle3- Under the sea pictures</p> <p>Use Bee-bots on simple maps. Encourage the children to use navigational language.</p>
<p>Enrichment</p>	<p>Litter picking day</p> <p>Minibeast Hunt</p> <p>Fantastic family box</p> <p>Restorative stars</p> <p>Mystery Guest</p>	<p>Pirate Day</p> <p>Sports Day</p> <p>End of year show</p> <p>Graduation</p> <p>A boat to float day</p> <p>Transition</p> <p>Fantastic family box</p> <p>Restorative stars</p> <p>Mystery Guest</p> <p>Relationship Sex Education</p>

<p>Specialist PD Teaching</p>	<p>tilt, fall, slide and bounce. Dance / moving to music Create their own obstacle course</p> <p>Gym Manipulation and Coordination Unit 2</p>	<p>Speed agility and travel unit 1</p>
<p>EAD</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>3D sculpture-junk minibeasts Michelle Reader</p> <p>Music- Kapow Musical Stories</p> <p>Food Technology-making Fruit kebabs</p>	<p>Printing-shells/starfish/pebbles</p> <p>Design & make a boat to float Tony Castro https://www.tonycastroyachts.com/</p> <p>ICT Dazzle3- Under the sea pictures</p> <p>Music Kapow- Big Band</p>